

-учитель повинен володіти усною мовою і її аналізом.

Гуманістичний підхід відзначає домінуючу роль соціуму у людській поведінці і своїми принципами проголошує:

-повагу до індивіда (учень, вчитель, студент);

-проведення робіт у парах і невеличких групах;

-самореалізацію у процесі вивчення іноземної мови.

Комплексний підхід виходить із нових винаходів у дослідженні засвоєння першої мови, що визнають ці процеси (засвоєння рідної й іноземної мов) спорідненими. Він ґрунтується на засадах:

-необхідності переваги аудіювання і сприйняття на слух на початковому етапі вивчення мови;

-вивчення правил потрібне, але не за рахунок вимушеного спілкування;

-виправлення помилок не обов'язкове, головне, що учень розуміє і його розуміють;

-якщо вчитель не є носієм мови, він зобов'язаний використовувати аудіо- і відеоматеріали.

Нарешті, комунікативний підхід, адсорбуючи досвід антропологів та соціальної психології й лінгвістики, вважає мову перш за все системою комунікації. Як базові, його засади наведемо такі:

-мета навчання – спілкування;

-зміст навчання – як семантичні поняття, так і суспільні функції;

-учні працюють у групах, парах, ситуативно трансформуючи свої знання або обмінюючись ними;

-вчитель, по-перше, повинен заохочувати учнів і тільки, по-друге, виправляти помилки;

-учитель повинен вільно володіти мовою, яка вивчається.

Зазначимо, що перші чотири підходи будуються на реакції щодо попередніх підходів, тоді як чотири останніх розвиваються в один період часу і доповнюють одне одного, маючи спільні риси:

мова – це керована дія, спрямована на пізнання;

вивчення мови – це процес самореалізації у людських відносинах;

мова вивчається природно;

мета мови – комунікація.

Ми проаналізували мовноцентричні підходи (аудіолінгвізм, структуралізм тощо), які повинні задовольняти потреби учнів у практич-

відібраних, стилізованих структур у вправах, сфокусованих на формі. Існують і педоцентричні підходи (комунікативний, гуманістичний, функціональний), які надають учням можливість вивчати ті ж самі структури через функціональний аспект. Є, нарешті, процесуальні підходи, які грукуються навколо процесу навчання (прямий, комплексний), які змушують учня брати участь у відкритих значущих взаємодіях, пов'язаних із мовними завданнями. Аналіз діахронічного аспекту розвитку сучасних підходів до вивчення іноземної мови яскраво свідчить, що існуюча палітра підходів, методів й інноваційних технологій була підготована попередніми зусиллями теоретиків і практиків навчання мови. Різноманітність призвела до склектизму, тобто до відбору якісно вагомих елементів із кожного методу і їх поєднання у наукових працях і практичній діяльності.

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Т. Б. Маслова

Національний технічний університет України «КПІ»

WHAT DO WE NEED TO TEACH ABOUT VOCABULARY?

The acquisition of vocabulary is probably the most critical component of successful language learning. However, it is always difficult for English teachers to determine what exactly they should introduce their students to since there are a lot of things to learn about each piece of vocabulary (meaning, spoken & written forms, collocations, connotations, grammatical behavior, etc.) [McCarthy, 2007]

When an English teacher decides it is worth spending time on a word, the

question arises: What features of the word should be focused on? There are two possible answers to this question, depending upon whether the word is to be learned only for receptive use (listening or reading) or for both receptive and productive use (listening, speaking, reading and writing).

Knowing a word for one's receptive, or passive, vocabulary involves being able to recognize it when it is heard (What does it sound like?) or when it is seen (What does it look like?). This includes being able to distinguish it from words with similar form and being able to judge if the word form sounds right or looks right.

Receptive knowledge of a word also involves having an expectation of what grammatical pattern the word will occur in. For example, knowing the verb "suggest" involves the expectation that this word will be followed by an object (noun or gerund), or sometimes by an object clause. Knowing the noun "money" involves the expectation that it will not occur in the plural form, and so on.

Another thing to consider is the collocation of a word, that is the company it keeps. Knowing a word certainly involves having some expectation of the words that it will collocate with. The word "sunny", for example, collocates with "disposition" and "days", while the word "rainy" collocates only with "days".

To know a word also means to know whether it is frequently occurring word or not (e.g. "teacher" is a frequent word, but "educator" or "tutor" are appropriate only in certain contexts). The list of register restraints, which affect the appropriateness of a word, also include whether the word is old-fashioned (e.g. *baker's dozen*), limited to American, rather than British usage (e.g. *baggage*), more suitable for spoken English than written English (e.g. *to read one's lips*), colloquial or formal rather than neutral (e.g. cf. *fan, admirer, worshipper*), impolite, (e.g. *a fat man*), limited to children's speech or to speech to children (e.g. *kiddie*), etc.

Finally, knowing a word includes being able to recall its meaning whenever you encounter it again. In other words, you need to be able to see which shade of meaning is most suitable for the context it occurs in. In addition, knowing the meaning of a word may include being able to make various associations with other related words. This involves being aware of differences in meanings between similar words (e.g. *to get, to receive, to acquire, to obtain*, etc); seeing variations in the degree expressed (e.g. *often, usually, occasionally, sometimes*) and grouping words around a central point (e.g. *heat: the sun, Fahrenheit scale, to melt, hot temperature*, etc). By looking at the vocabulary from such viewpoints students can deepen their understanding and improve access to the vocabulary that they have met

before in other contexts [Nation, 1990].

Productive knowledge of a word includes receptive knowledge and extends it. It involves knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words it usually collocates with. It also involves not using the word too often if it is typically a low-frequency word, and using it in suitable situations. It involves using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word, if there are any.

The table below is organized so, that four general classification criteria of word features are presented as subsections which are divided into two parts, one dealing with receptive knowledge (R), and the other dealing with productive knowledge (P).

Form	Spoken	What does the word sound like? (R)
		How is the word pronounced? (P)
	Written	What does the word look like? (R)
		How is the word written and spelled? (P)
Position	Grammatical patterns	In what patterns does the word occur? (R)
		In what patterns must we use the word? (P)
	Collocations	What words or types of words can be expected before and after the word? (R)
		What words or types of words must we use with this word? (P)
Function	Frequency	How common is the word? (R)
		How often should the word be used? (P)
	Appropriateness	Where would we expect to meet this word? (R)
		Where can this word be used? (P)
Meaning	Concept	What does the word mean? (R)
		What word should be used to express this meaning? (P)
	Associations	What other words does this word make us think of? (R)
		What other words could we use instead of this one? (P)

The long-term objective of teaching vocabulary is to encourage students to continue learning new English words outside of class. Indeed, they have access to vast resources in the Internet, namely a variety of authentic texts in the World Wide Web and the wealth of information about word characteristics in online dictionaries.

and language corpora. If trained how to use these resources, students can exploit them most effectively and become more independent in their learning.

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Н. В. Матковська

Національний технічний університет України «КПІ»

DISTANCE EDUCATION

Distance education, or distance learning, is a term used to describe an education that is received at an off-site location. This is a process to create and provide access to learning when the source of information and the learners are separated by time and distance. Rather than attending courses in person, teachers and students may communicate at times of their own choosing by exchanging printed or electronic media, or through technology that allows them to communicate in real time and through other online ways. Distance education courses that require a physical on-site presence for any reason including the taking of examinations is considered to be a hybrid or blended course of study. This emerging technology is becoming widely used in universities and institutions around the globe. With the recent trend of technological advance, distance learning is becoming more recognized for its potential in providing individualized attention and communication with students internationally.

The types of available technologies used in distance education are divided into two groups: synchronous and asynchronous. Synchronous technology is a mode of online delivery where all participants are "present" at the same time requiring a timetable to be organized. Students enrolled in synchronous courses are generally required to log on to their computer during a set time at least once a week. It means that students enrolled in synchronous courses are generally required to log on to their computer during a set time at least once a week. Web Conferencing is an example of synchronous technology also it may include multimedia components such as group chats, web seminars, video conferencing, and phone call-ins. Generally, synchronous learning works best for students who can schedule set days

and times for their studies. It is often preferred by those who like structured courses heavy on student interaction.

Asynchronous technology is a mode of online delivery where participants access course materials on their own schedule. Teacher and the pupils interact in different places and during different times. Students enrolled in asynchronous courses are able to complete their work whenever they please. Asynchronous distance learning often relies on technology such as message boards, email, pre-recorded video lectures, mp3s, and traditional mail correspondence.

Г. Е. Міхненко

Національний технічний університет України «КПІ»

MOTIVATION MAINTENANCE STRATEGIES IN ESP

Attempts to understand the nature of foreign language learners' motivation have taken varied and changing forms through the years, as evidenced by psychological, educational and psycholinguistic research. Researchers have investigated what motivation is, what role motivation plays in foreign language learning, and more recently, how teachers can stimulate and sustain motivation in foreign language learners.

In an ESP setting the teacher's eternal question, "How can I motivate my students?" entails a series of other questions concerning the particular language learning situation: What sort of goals do students work toward? What is the language environment within which the student is learning? What is the social and cultural environment within which the student is or will be using the language? What is the student's individual learning style? How can the teacher intervene in the learning process to facilitate language acquisition? How may positive attitudes be promoted? How can motivation be maintained throughout the ESP course?

The answers to these questions vary from country to country, and from situation to situation; it is necessary, therefore, to take into account sociological as well as psychological considerations in order to assess the bearing of motivational variables in ESP setting and on ESP students. For example, in Ukraine most ESP students do not have to be awakened to the usefulness of knowing English; they are motivated instrumentally toward the language. However, the rational understanding that English is a means of communication in their job-related activities may not be accompanied by an equally positive emotional attitude toward the language.